



The Influence of School Organizational Culture, Work Experience, and Compensation on Satisfaction, Work Motivation, and Performance of Senior High School Principals

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Abstract

The purpose of this study is to evaluate whether school organizational culture, work experience, and salary have an impact on the performance of a principal, either directly or indirectly (through job satisfaction and work motivation). They were 206 high school principals from the former Semarang Residency, who participated in the study. The research design used in this study was ex post facto. A questionnaire was used to gather information. The route analysis method was used to analyze the research data. According to the findings of the study, school organizational culture has a very significant impact on the performance of school principals, followed by job happiness, work motivation, compensation, and finally work experience in that order.

Keywords

School organizational culture, work experience, compensation, satisfaction, work motivation, performance.

Introduction

Schools, as educational entities that arrange teaching and learning activities, are a component of a multi-tiered and continuous education system. The school was a subordinate institution in a huge organizational structure with extremely little autonomy during the New Order era. The hierarchical distance between schools and policymakers is so great that accountability must go through a lengthy bureaucratic chain. This is not entirely the responsibility of educators, nor of government

bureaucrats, let alone of education experts, but arises from a centralized national education system. As a result, under Law Number 32, the implementation of education and culture is delegated to district/city governments with the goal of providing higher quality, relevant, and equitable educational services to the local population. It is envisaged that through decentralization, local governments will be better able to research financing sources in the regions, regulate funding source allocation based on the true priority scale of the local community, and empower communities based on their particular potentials. According to empirical studies conducted in various regions of the world, School Based Management and Educational Autonomy is the most appropriate answer to the problem. However, its implementation entails a number of significant needs, the most significant of which is a shift in the behavior of government officials at all levels and throughout society.

School Based Management's success is determined by three factors: (1) increasing community participation in providing educational services through aspirations and contributions made through the Board of Education and School Committees; (2) the ability of the principal to absorb the aspirations of the community; (3) the willingness of education administrators/bureaucracies at all levels to reform views (considering schools as a bureaucratic link rather than a technical implementin) (Report of the National Education Commission 2001). Other factors that must be considered in order for School Based Management to be successful include: (1) the ability of schools to manage resources in a transparent, democratic, non-monopolistic, and accountable manner to the government and society; (2) schools' continued obligation to implement policies and standards established by the government; (3) a shift in the behavior of school principals, teachers, and administrative staff in operating schools; (4) the ability of schools to manage resources in a transparent, democratic, non-monopolistic, and accountable manner to the government and society (Mulyasa 2003). We can improve the quality of education by delegating more authority to school principals, who will in turn empower the school environment and surrounding community in order to do so.

Policies for decentralization in education must address the issue of diminishing educational quality due to school systems' incapacity to keep up with changes and environmental requirements, and as a result of centralization (Zamroni 2003:85). As a result, a competent school principal is essential to ensure that the delegated authority and obligation is appropriately carried out. As underlined by Supriadi (1998:346), a school's ability to demonstrate its performance is directly tied to the leadership qualities of its principal. It is suggested that educational resources should be administered in accordance with the principles of efficiency, transparency, and accountability to the public. Because of this, educational institutions should be run by leaders who have a thorough understanding of education's challenges. On the other hand, according to Permadi, (2001:45), the less transparent leadership conduct of school principals affects teacher performance and does little more than abandon commitments. School principals who can foster an atmosphere of openness and accountability in their

schools are essential to decentralized educational management. Article 38 paragraph (3) in Government Regulation No. 19 of 2005 on National Education Standards stipulates that in order to become a school principal, one must meet the following requirements: (1) possess academic qualifications and competence as a learning agent; (2) have at least five years of teaching experience; and (3) have a bachelor's degree.

As a learning agent, the principle must possess pedagogical, personality, professional, and social abilities. Mastery of these competences is anticipated to support the activities assigned to school principals, including administrative and supervisory responsibilities (Sutisna 1993; Mulyasa 2004; Abeche et al., 2021). As an administrator, the principal optimally coordinates or utilizes diverse resources (people, facilities, and infrastructure). School principals must be able to build the organization and involve the potential that exists in society within the boundaries of modern organizations. Meanwhile, the principal, as a supervisor, gives ongoing supervision to instructors so that they may carry out teaching activities well and advise students, particularly in overcoming student learning challenges. According to Mantja (1996:65), the principal is responsible as a supervisor for monitoring, promoting, and enhancing the teaching and learning process in the classroom or at school.

Dubin (1991:1) stated, "A critical question that must be answer lies in how principals create the atmosphere that stimulates these vital educational areas." The goals of education in schools can be achieved if the principal can create an atmosphere that supports the improvement of educational quality. Another key part of organizational culture was the job of the principal," (Campbell, et. a., 1992, p. 70). In order for a school's principal to function at its best, the organization's culture must be conducive to the principal's ability to do so. According to Campbell, et. al., (1992:70), "The heads built and nurtured the culture via their own sense of example (ie teaching, taking assemblies, dealing with employees), positive reinforcement and careful selection of staff when opportunities to recruit occurred.". As a result, school administrators, teachers, and other members of the school staff all benefit from a positive school culture.

According to Zamroni (2003:149), principals, teachers, and administrative personnel, as well as students, regard school culture as the foundation for understanding and resolving numerous problems that develop in schools. Several studies have established that a "healthy" school culture has a high association with: (1) student accomplishment and motivation to excel, (2) teacher work attitudes and motivation, and (3) teacher productivity and job satisfaction. The study's conclusion reveals that the determinants of educational quality are not only physical, such as the presence of trained teachers, the completeness of laboratory equipment, and library volumes, but also intangible, namely school culture. Every school has the power to create a culture that will serve as the foundation for school workers and students in overcoming difficulties that develop in schools, particularly attempts to improve educational quality. As a result, each school has distinct qualities based on its culture and surrounding surroundings.

In accordance with Heathfield (2006) as well as organizational culture in general, school organizational culture is developed by all of the life experiences and values, beliefs and basic assumptions that are shared across the school community. According to Schein (1992:211), "cultures essentially spring from three sources: (1) the beliefs, values, and assumptions of the organization's founders; (2) the learning experiences of group members as the organization evolves; and (3) new beliefs, values, and assumptions brought in by new members and leaders."

Because of variances in the effect of external factors such as tradition, culture, spirit, and character of the society, as well as local geographical conditions, school culture in Central Java differs from that of other regions. Suseno (1993) asserts that two laws govern the structure of association in Javanese society: the concept of harmony and the principle of respect. Meanwhile, Suseno (1993) believes that the correct attitude of respect is obtained by three sensations that Javanese people learn in situations that need respect for others: *isin* (shame), *Sungkan* (feeling bashful, courteous), and *wedi* (fear). *Isin*, *Sungkan*, and *Wedi* are continuous feelings with a social role to offer psychological support for the demands of the respect principle. Thus, the principles of respect and harmony concern not only the inner attitude, but also the behavior displayed in the school association. All kinds of association among school members are governed by the principle of harmony, whereas the principle of respect rules the hierarchical connection between the principal and the teacher, or between the teacher and students. If these two concepts are upheld and represented in school associations, the principal will undoubtedly be able to improve the work motivation of school staff and assist the attainment of educational goals.

Educational institutions, particularly schools, continue to perform below expected levels, i.e., they have not generated high-quality outputs as a result of poor learning conditions. All schools, regardless of their circumstances or conditions, must adhere to the same implementation and technical directions from their superiors. Schools aren't yet free to experiment with new ideas while yet adhering to a general educational philosophy. Additionally, students' academic performance is an issue. The fact that Indonesian, mathematics, and English junior and senior high school exams had a passing level of 4.26 in 2004/2005 and 2005/2006 are just a few of the indicators that point to this issue.

The Effect of Visionary Leadership and School Culture on School Effectiveness in Senior High Schools in West Java Province, conducted by Komariah (2004), concluded that school culture, as a result of representation of quality-oriented visionary leadership, positively and significantly influenced school effectiveness in the era of decentralized education. The study's findings led to the assertion that while school values can serve as a guide for attitudes and actions, counterproductive habits necessitate a cultural shift that is more focused on the elimination of bad habits and the creation of new habits that are oriented toward the embodiment of values. Changing culture is a difficult task because culture is linked to the commitment of all members; yet, leaders can effect culture change through a management process guided by the desired new ideals. This

indicates that management and leadership produce patterns of attitudes, personalities, and actions (Davis 1989; Akçay & Akçay, 2020).

To identify and solve problems in schools, principals, teachers, administrators, and students use school culture as a common reference point. They (Walter and Stanfield) argue that school culture is a normative glue that continually constitutes values necessary to keep an organization together (Davis, et. al., 1989; Bomfim et al., 2021). New information on school culture has also been accumulated by researchers in recent years that is quite convincing. Enhanced student motivation and accomplishment, as well as increased production and teacher satisfaction, were found to be linked to a good school organizational culture. Teachers' attitudes toward their jobs are also influenced by the culture of the school's administration. Cheng (1993) conducted a study and discovered that a strong school organizational culture boosted teacher work motivation. Teachers report better levels of job satisfaction and productivity while working in a setting characterized by shared engagement, charismatic leadership, and intimacy (<http://eric.uregon.edu/publications/digests/digest091.html>).

A comparison between Hispanic and non-Hispanic female principals in Southern New Mexico was undertaken by Barbara Remondini in 2001. This study concluded that there is a significant relationship between leadership style and organizational climate to support principals' behavior and intimidate teachers' behavior but not to provide direction or limit principals' behavior or build collegiality or teacher dissonance (<http://media.wi-ley.com/assets/50/63/bus lc jb remondini.pdf>).

Organizations can function efficiently if its leaders are competent in their areas of responsibility. In actuality, educational leaders are routinely appointed without regard for their qualifications and expertise, causing new issues in educational management. According to Tilaar (1994:153), education is now lacking skilled education managers, therefore breakthroughs are required to improve education. Sonhadji (1996) agrees that administration of educational institutions requires acceptable personnel quality, in the sense of placing the correct individuals with the necessary capabilities. Thus, strengthening education requires trained individuals and appropriate placements based on essential competencies.

According to Akdon (1994), "management capabilities are experience, skills, and talent that strategic managers employ to drive the organizations through dynamic environmental conditions," managerial capabilities are used to guide organizations. A person's previous job experience can help him or her perform his or her obligations to the best of his or her ability. One of the requirements for becoming principal of SMP/MTs/SMA/MA/SMK/MAK is to have at least five years of teaching experience, as stated in Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, Article 38 paragraph (3). Because a school principal's duty is to help teachers improve their craft and the students they serve, they should have some prior experience in the classroom themselves. According to Suryadi & Tilaar (1994: 175), it takes a long time to provide suitable in-service training and employee development for educational staff so that they can grow and remain relevant in their roles. An

educational staff member's in-service training is a vital experience that can help them succeed in the workplace. As a result, anyone in a position of authority in the company, such as a school principal, will need relevant professional experience.

Principals can do their job well if they have a good working environment, which includes a good working relationship between school staff and support from the school environment. They say that in the world of work, the professional climate should be based on a "merit" system, which means that people should be promoted, paid, and hired based on their real achievements, not just their "diplomas" or symbols. a new way to show off your status. Promotion and pay systems that reward people for how well they do their jobs can make people, including teachers and principals, work harder. Dessler (1986: 327) says that paying people more can help them do better work "People won't work hard if they don't think that the pay or promotion they get is very good. Thus, the amount of money a person gets affects how motivated they are and how well they do their job." For civil servants in Indonesia, the pay is still based on diplomas and rank groups. There isn't much attention paid to aspects of work performance that could make people less motivated or less likely to want to do well at their jobs. In the future, the pay given to employees, principals, and teachers will be based on how well they do their jobs, so that it feels fair.

Private enterprises use the pay technique to sustain and increase employee performance. Work environment, supervision, job security, and work relations are all variables that contribute to job satisfaction (unlike Frederick Herzberg's two-factor motivation theory which implies that remuneration in the form of income and benefits is only a maintenance component). Job performance, rewards, demanding work, and responsibility are all motivators (Terry, 1986). Suryadi & Tilaar (1994:118) summarize various studies that show teacher pay has no impact on student progress. Based on Herzberg's findings, business leaders, educators, and especially school principals must understand how to encourage teachers and other school employees. The principal is supposed to work optimally so that teachers can improve student learning outcomes by leveraging all school resources. Suryadi & Tilaar (1994:126) claim that the principal's quality (job experience, education, professional skill) influences student progress.

The position of principal is a human resource in the education unit (school) that plays a significant role in the advancement of the school in the macro context of national education administration. Because education management is an activity that uses educational resources to achieve educational goals in schools, the principal must be able to implement management functions, such as planning, organising, mobilizing, monitoring, and evaluating all school resources, both human (HR) and non-human. All of the school's educational resources will be evaluated based on how well the principal performs in his role as a human resource.

School culture, work experience, salary, job happiness, work motivation, and principle performance are six of the numerous aspects that determine principal performance. I believe that these six factors are critical in the development of high-quality schools. As part of the process of implementing school accreditation based

on Minister of National Education Number 87/U/2000, assessors conduct visitations to evaluate these six aspects of the school: curriculum/teaching process, administration and management, school organizations/institutions, facilities and infrastructure, manpower, financing and students/students.

The foregoing description of the problem's origins is a compelling rationale for conducting this investigation. Aside from that, observations and short interviews with various high school principals in the former Semarang Residency revealed that the majority of the principals had demonstrated high performance even though school performance was not perfect. Some other schools have not exhibited significant gains, indicating that the principal's performance remains poor.

Other reasons for conducting this research include: (1) the new paradigm of education management at the level of the education unit (micro) gives broad and real authority to school principals to develop schools to be more productive; (2) the autonomy of education management in schools is related to the delegation of authority to school principals to empower the school environment and the surrounding community in improving the quality of education; and (3) the autonomy of education management in schools is related to the delegation of authority to school principals to empower the school environment and the surrounding community in improving the quality of education; (4) The principal must be competent and have a lot of experience to be able to carry out the authority that was given to him or her; and (5) School principals can do their job well if the school has a good organizational culture that all the people in the school follow, so that they can do their job well, too.

RESEARCH METHOD

This study employs an ex post facto (non-experimental) technique with a correlational design, in which the facts that have occurred and have been carried out by research subjects are explored through the use of a questionnaire that has been verified for validity and reliability before being used.

According to the following diagram, the study design can be summarized as a paradigmatic structure.

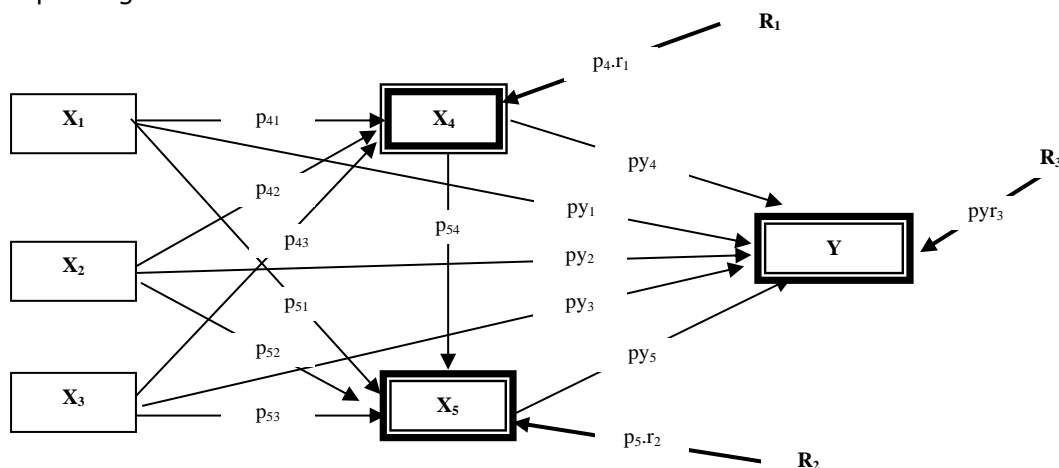


Figure 1 Research Design Path Analysis Model

Description:

X1 = School organizational culture

X2 = Work experience

X3 = Compensation

X4 = Job satisfaction

X5 = Work motivation

Y = Principal Performance

R = Residual (influence of other variables not examined)

p = path coefficient (path)

All 206 high school principals from the former Semarang Residency, both public and private, were included in this survey, spread across four districts and two cities (Semarang and Salatiga). Path analysis (path analysis) through three steps or blocks of statistical data. The analytical requirements test, which comprises tests for data normality, homogeneity, and linearity, must be completed first. SPSS version 12.5 is used for all forms of statistical analysis.

RESEARCH RESULT

Pathway Analysis Phase I to Test Hypothesis I

According to the Model Summary Table, the adjusted R² (adjusted R square) is equal to 0.617 (0.617). Meanwhile, it is known from the ANOVA table that $F = 105.764$ at the significance level (probability) = 0.000 is the result of the experiment. It can be stated that there is a statistically significant relationship between school organizational culture, work experience, and remuneration on job satisfaction (61.7 percent) when all three variables are included at the same time.

The regression equation = $14,300 + 0.394 X_1 + 0.102 X_2 + 0.224 X_3 + 0.614$ may be constructed from the coefficient table above. For example, at a constant of 14,300, every one unit rise in the scores for school organizational culture, work experience, and compensation will result in increases in job satisfaction scores of 0.394, 0.102, and 0.224 units, respectively, at the same constant. As a result, it can be inferred that the principal's level of job satisfaction increases in direct proportion to the conduciveness of the school's organizational culture, the quality of his or her work experience, and the amount of remuneration received.

Phase II Path Analysis to Test Hypothesis II

To get an adjusted R² of 0.632, look at the Model Summary table. As can be seen from the ANOVA table, $F = 112,692$ is significant (probability = 0.000). Overall, 63.2% of the respondents reported that factors like school culture, work experience, pay and job satisfaction all play a role in their drive to work.

Regression equation = $4.511 + 0.496 X_1 + 0.081 X_2 + 0.160 X_3 + 0.133 X_4 + 0.614$ can be derived from the table of coefficients above. Every unit rise in the score of school organizational culture, working experience, salary and job

satisfaction results in a 0.496, 0.081, 0.160 or 0.133 increase in work motivation, respectively. Findings show that a principal's drive to work harder increases in direct proportion to how well his or her school's organizational culture supports his or her job performance, salary, and job satisfaction.

Pathway Analysis Phase III to Test Hypothesis III

It can be seen in the Model Summary Table, that the adjusted R2 (adjusted R square) is equal to 0.81. Meanwhile, it is known from the ANOVA table that $F = 168.448$ at the significance level (probability) = 0.000 is the result of the experiment. It may be inferred that there is a strong influence between school organizational culture, work experience, salary, job happiness, and work motivation on the school's performance, which is 81.1 percent, all at the same time, and that this influence is simultaneous.

The regression equation may be constructed using the coefficients listed in the preceding table: $- 19.127 + 0.775 X_1 + 0.691 X_2 + 0.613 X_3 + 0.756 X_4 + 0.727 X_5 + 0.614 = - 19.127 + 0.775 X_1 + 0.691 X_2 + 0.613$ This suggests that every one unit rise in the score of school organizational culture, work experience, salary, job satisfaction, and work motivation will result in an increase in the score of 0.775, 0.691, 0.613, 0.756, and 0.727 units, respectively, at a constant -19.127 unit increase. It can be concluded that the more conducive the organizational culture of the school is, the better the work experience, the higher the compensation received, the higher the level of job satisfaction, and the higher the level of work motivation, the higher the level of performance of the principal is.

Direct and Indirect Influence

The "p-coefficient" measures the magnitude of the direct effect, whereas the indirect effect is the product of the "p-coefficients," each of which is multiplied by the other "p-coefficient" in the same direction.

The following table contains the findings of data analysis performed using the computer program SPSS version 12.5 and can be viewed as a whole as a result of this.

Table 1 Results of Analysis of Direct and Indirect Effects between Research Variables

No	Variable	Track	Magnitude of effect		Remark
			Direct	Indirect	
1	X ₁ ke X ₄	-	0,502	-	
	X ₂ ke X ₄	-	0,202	-	
	X ₃ ke X ₄	-	0,249	-	
2	X ₁ ke X ₅	X ₁ - X ₄ - X ₅	0,601	0,0657	L > TL
	X ₂ ke X ₅	X ₂ - X ₄ - X ₅	0,191	0,0264	L > TL
	X ₃ ke X ₅	X ₃ - X ₄ - X ₅	0,204	0,0326	L > TL
	X ₄ ke X ₅		0,131		
3	X ₁ ke Y	X ₁ - X ₄ - X ₅ - Y	0,264	0,0135	L > TL
	X ₂ ke Y	X ₂ - X ₄ - X ₅ - Y	0,181	0,0054	L > TL
	X ₃ ke Y	X ₃ - X ₄ - X ₅ - Y	0,182	0,0067	L > TL
	X ₄ ke Y	X ₄ - X ₅ - Y	0,202	0,0268	L > TL
	X ₅ ke Y		0,205		

From the data in the table, it is known that all of the coefficients of direct influence are greater than those of indirect influence (via X3 or X4). Thus it can be concluded that the actual influence is direct influence.

Effective Contribution (SE)

The effective contribution together/simultaneously is R Square (R determination). This can be seen in the Model Summary table from stages I to III

Table 2 Summary of Effective Contribution (S.E) Together

Blok	Variabel		R ²	Sumbangan Efektif
	Variabel bebas	Variabel terikat		
1	X ₁ , X ₂ , dan X ₃ ,	X ₄	0,623	62,3 %
2	X ₁ , X ₂ , X ₃ , dan X ₄	X ₅	0,638	63,8 %
3	X ₁ , X ₂ , X ₃ , X ₄ dan X ₅	Y	0,816	81,6 %

While the effective contribution per variable is the square of the total effect (the sum of the direct and indirect effects).

The effective contribution of each variable is as follows.

Table 3 Summary of Effective Contribution (S.E) per Variable.

Independent variable	Effect				Total influence	Effective contribution
	Direct		Indirect			
X ₄	X ₁	0,502	-	-	0,502	25,2%
	X ₂	0,202	-	-	0,202	04,1%
	X ₃	0,249	-	-	0,249	06,2%
X ₅	X ₁	0,601	X ₄	0,066	0,667	44,5%
	X ₂	0,191	X ₄	0,026	0,217	04,7%
	X ₃	0,204	X ₄	0,032	0,236	05,6%
	X ₄	0,131	-	-	0,131	01,7%
Y	X ₁	0,264	X ₄ , X ₅	0,014	0,278	07,7%
	X ₂	0,181	X ₄ , X ₅	0,005	0,186	03,5%
	X ₃	0,182	X ₄ , X ₅	0,007	0,189	03,6%
	X ₄	0,202	X ₅	0,005	0,207	04,3%
	X ₅	0,205	-	-	0,205	04,2%

From the table above, it can be concluded that the variable with the greatest contribution to the principal's performance is the school organizational culture variable (X1). Other variables successively after school organizational culture are job satisfaction (X4), work motivation (X5), compensation (X3), and lastly work experience (X2)

DISCUSSION

Principal's Performance

The results of the descriptive analysis show that the principal of the former Semarang Residency SMA did a very good job above 75%, or 88.25%, of the work they were supposed to do. The remaining 11.75 percent of their performance is neither good nor bad. In PP No. 19 of 2005, article 38, paragraph 38, there are rules about how to get hired. The process doesn't meet those rules (3). As you can see, principals who have very high and high performance usually have more than 15 years of teaching experience. They also often serve as instructors/instructors, have worked as homeroom teachers, and participate in professional organization activities.

However, the recompense received and felt by the former Principal of the Semarang Residency was not what he had anticipated. Sixty-four percent of those who answered the survey about compensation said it was "adequate," yet they nevertheless carried out their responsibilities fully. In accordance with Herzberg's Two Factor Theory (Owens, 1995), pay, bonuses, working conditions and job security are only maintenance factors. This is the conclusion that follows from this. The principal does not believe that the monetary remuneration he receives is the most significant aspect in improving his performance. The Javanese cultural value of "narimo ing pandum" is an impact on this (whatever is given is accepted sincerely and gratefully). "aji mumpung" (using power as a school principal to obtain as much profit as possible for himself without paying regard to other parties) and the "aja dumeh" (don't take it for granted since he is in power) are Javanese taboos adhered to by the school principal (Soeseno 1993:140-141). If they can do their job properly, they'll be happy and glad to be a school administrator, which is a requirement. Principal performance can also be boosted by placing the principal in a high social status position within the community, as well as providing clear, objective, and transparent promotion guarantees.

A school's organizational culture, work experience, salary, job happiness, and work motivation all contribute to the success of the principal in carrying out his responsibilities, with the remaining 18.4 percent influenced by variables outside of the defined model. Each variable makes a distinct effective contribution to the total. When compared to the other variables, the school organizational culture variable has the biggest impact on the principal's performance. While job happiness is ranked second, motivation is ranked third, compensation is ranked fourth, and finally work experience is ranked last.

According to Hodge & Anthony (1988:484), an organizational culture that is thoroughly ingrained in each member fosters commitment. The findings of this study are consistent with this conclusion. An organization's commitment is described as a circumstance in which its members put forth all of their abilities and loyalty in order to gain satisfaction. It was claimed by Kotter & Heskett (1997) that organizational culture, in addition to structure, leadership, and the external

environment, is an important determinant of managerial behavior. Organizational culture, according to Robbins (2003), is less likely to necessitate the development of a set of explicit norms as a guide to the conduct of members and employees. Members of an organization can be guided in their actions by an organizational culture that has been shared, believed in, and understood by all of its members. Organizational culture, which includes norms, values, and shared views, can have a positive or negative impact on individual performance. Teachers' work motivation, productivity, and job satisfaction are strongly linked to a "good" school culture, according to Zamroni (2003: 149).

The local cultural approach is an important factor to consider when administering an educational institution. "As a basic reference, manners and rules of school social life should be founded on religious principles (noble character), local socio-cultural values, but still within the framework of national culture development," according to the 2001 book of etiquette and rules for school social life. The basic qualities that must be developed in school life, according to the text, are piety, social manners, discipline, cleanliness/tidiness, and security. In addition to the values of piety, civility, discipline, cleanliness/health, and security produced in schools, there are patterns of association in society in the Javanese cultural heritage that might be a reference in developing school culture. Hildred Geertz's (in Suseno 1993: 38) social pattern is known as the principle of harmony and the principle of respect. According to Suseno (1993: 39), the term harmony refers to a manner of action; acting in harmony implies removing symptoms of stress in society or between individuals so that social relations appear harmonic and good.

The principle of harmony still provides opportunities for differences of opinion, but in the view of Java, it tries to avoid open conflict which is considered to cause tension or dispute. The principle of harmony also demands that individuals are willing to give up personal interests for the sake of mutual agreement. While the principle of respect according to Hildred Geertz (in Suseno 1993) can be achieved through three feelings that Javanese people learn in situations that require respect for others, namely *isin* (shame), *Sungkan* (fearful), and *wedi* (fear). *Isin*, *Sungkan*, and *Wedi* are continuous feelings that have a social function to provide psychological support for the demands of the principle of respect. Thus, the principle of respect and the principle of harmony is not just about inner attitudes, but the behavior shown in socializing at school. The principle of harmony regulates all forms of association of all elements of the school community, and the principle of respect determines the hierarchical relationship between the principal and the teacher, or between the teacher and students. If the attitude of respect and harmony can be maintained and reflected in the association in the school environment, it can undoubtedly provide satisfaction at work and in turn can improve performance.

The small effect of work experience and compensation on the performance of the principal does not mean that work experience and compensation are not needed in supporting the implementation of the principal's duties, but the influence

of work experience and compensation does not directly (through job satisfaction variables) on the performance of the principal. The indications are: (1) job satisfaction has a direct influence on the performance of the principal, while work motivation has a direct influence on the performance of the principal, (2) the organizational culture of the school has a direct influence. Thus these findings indicate the need to build a school organizational culture in improving the performance of school principals. Building and maintaining a school's organizational culture is actually not enough just to be done by the internal components of the school because of their weak position in the education management system both mezo and macro and also because of the Javanese cultural system. In fact, what really determines whether or not a school's organizational culture is conducive is the education bureaucracy at the district and city levels. They are the ones who should not behave, behave, and issue policies that have the potential to damage the school's organizational culture. The power approach, ignoring the principles of proper human relations, policies that have a political nuance and smell of corruption, must be avoided. Coaching for schools must use a different approach from coaching other organizational units because schools are unique and complex organizations.

A person's ability, motivation, and role clarity are all aspects that influence their success, according to Steer (1980). According to the findings of this study, the performance of senior high school principals in the old Semarang Residency is influenced by characteristics of work motivation and job satisfaction. Furthermore, according to Buford (1988) and Steers (1980), a person's performance is not only determined by talent but also by great motivation to complete tasks. Kloter (2000) defines satisfaction as a person's feelings when comparing their accomplishments to what they expected. A comparison of expected outcomes to actual outcomes can produce dissatisfaction, satisfaction, and excessive satisfaction, as Hunt (1991) explains: (1) dissatisfaction occurs when the quantity of expected outcomes is larger than the actual outcome; (2) satisfaction occurs when the expected outcome quantity is equal to or greater than actual outcomes; and (3) excessive satisfaction occurs when there is a discrepancy between expected outcome and actual outcome quantities.

When a school's head of school is happy with his or her performance because he or she is following the established work schedule and accomplishing more than was expected of him or her, that head of school is said to be "fulfilled." Satisfaction in the sphere of education is a pleasant state that is always linked to the behavior of school administrators, teachers, staff, and students. By analyzing the findings of Sinju (2005), it was established that people's contentment can be attained when: (1) cultural norms; (2) pleasant conditions; (3) beneficial changes; (4) changes according to accepted standards; and (5) the appropriateness of an actual scenario with prior experience. As a result, a principal's level of satisfaction with the educational environment is influenced by the conditions, situations, and behaviors demonstrated by teachers, students, and other school workers in achieving educational goals.

Job satisfaction

According to the findings of the descriptive analysis, 76.5% of senior high school principals from the Semarang Residency were satisfied or extremely satisfied with their performance as school principals. The remaining 23.5% expressed dissatisfaction with their lives. Those who are dissatisfied may be as a result of inadequate compensation, an award that is not commensurate with the amount of work performed, or a work environment that is not conducive to carrying out their responsibilities as a result of excessive interference from their superiors or school management organizations (for private schools).

Despite the fact that they have not received the remuneration they expected, the majority of principals remain content and excited about their jobs. Principals are pleased of themselves because they are capable of carrying out their responsibilities, because educating the younger generation is regarded as a noble calling, and because they are able to assist the community in the field of education. Also noteworthy is that the post of principal is held in high regard by the wider community.

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The condition of job satisfaction of high school principals as ex-Semarang Residency as described above must be placed in the context and characteristics of Javanese culture expressed in Javanese idioms such as "sepi ing pamrih rame ing gawe", "garang nanging garing", "ang-gras nanging". English" which basically means that it is better to prioritize the interests of others than self-interest. There is nothing wrong with being miserable as long as it is perceived as being able to make other people happy. Likewise, the basic principle of the Javanese "narima ing pandum" as an expression of gratitude for the abundance of grace from God Almighty.

It was also revealed that school organizational culture (X1), work experience (X2), and compensation (X3) each had an effective contribution of 25.2 percent, 4 percent, and 6.2 percent, respectively, in the study of the stated model. 25.2 percent of principal job satisfaction may be explained by school culture, but only 4 percent of this variation can be explained by work experience and salary. According

to these findings, the culture of the school's administration has a significant impact on principals' feelings of job satisfaction. School culture is more essential than other variables in this model, according to this study.

The result that school organizational culture has an impact on principal job satisfaction is consistent with the opinion of Hodge and Anthony (1988: 484), who believe that an organizational culture that pervades powerfully on each member will create commitment. Commitment is described as a condition in which members of an organization offer their best effort and devotion to the organization in order to be satisfied. Meanwhile, organizational culture will guide the group in determining how to attain organizational goals. In this scenario, organizational culture can have a positive or bad impact depending on whether it is consistent with the development of the internal and external environments. Robbins (2003) argued the same point, that the better the corporate culture, the less need for leaders to adopt explicit rules as a guide to the behavior of members/employees. Shared, believed, and understood organizational culture can direct members' conduct in coping with internal and external organizational difficulties.

In contrast to the opinion above, McAfee & Poffenberger (1992: 100) stated, high job satisfaction does not always result in high productivity, as well as low job satisfaction does not always result in low work productivity. Many variables that affect the work productivity of a person or organization, including compensation, working conditions and treatment of supervisors can affect a person's performance (Stoner & Freeman, 1994).

In the school environment, to achieve job satisfaction, it can be conditioned by paying attention to factors related to the element of satisfaction. Teachers who have high levels of responsibility in carrying out their duties also have a significantly high level of satisfaction as stated by Bishay (1996: 150) as follows: "Teachers who had higher levels of responsibility, usually in the form of compensatory-time work, administrative positions (ie, dean, department head), or advisorship of club, had significantly higher levels of satisfaction." Bishay (1996) further stated that an increase in teacher services was correlated with an increase in satisfaction or a decrease in dissatisfaction and an increase in income.

An employee satisfaction survey conducted by Kaplan and Norton (1996: 130) discovered six elements of satisfaction, which were as follows: "(1) participation in decision-making, (2) recognition for doing a good job, (3) access to sufficient information to do the job well, (4) active encouragement for employees to be creative and take the initiative, (5) level support from staff functions, and (6) overall satisfaction with the company." Teachers, administrators, and other school functional staff are all involved in making decisions that are guided by the principal in order for educational goals to be achieved in schools. The outcomes of these decisions serve as work guides for teachers, administrators, and other school functional staff. Principals and teachers will be satisfied if they are able to carry out their responsibilities effectively and think outside the box when it comes to fixing school difficulties.

Work motivation

Most of the old Semarang Residency's school principals (77.6%), or 152 people, were judged to be highly motivated in their duties as school principals by descriptive statistical analysis. This shows that the principal is capable of handling the responsibilities entrusted to him with a high level of initiative, passion, tenacity, and ambition. However, just 1.5 percent or as many as three people out of 196 research participants show a low level of motivation. Those with poor motivation may have received an award that is out of line with their actual performance. Too much intervention from Regency/City government officials like the Regent, Regional Secretary, Head of the Education Office, and others in the implementation of school operations can also cause low work motivation for school principals. Similarly, principals frequently intervene in school administration while implementing School-Based Management (SBM). As a result, school leaders are restricted in their ability to implement SBM-based policies. In addition, a less-than-ideal work environment might have a negative impact on the principal's productivity.

According to Buford (1989), human motivation is based on the power of encouragement, desire, will, and other forces called needs. The descriptive analysis above shows that these forces are important for human motivation. Some of the things school principals need to be able to do their job well, such as having work experience in their field of work, getting enough money for the work they do, and having a good working relationship with their superiors and teachers, are some of them. So, if these three things are true, the principal will be more motivated to work. Laird (1983) also found that school principals sometimes have problems with work motivation and performance. These problems include: (1) can he do it right when he is working?, (2) do you have the ability to do the job right, and (3) do you know what is expected of you? If there is a problem, then the development of human resources, among other things, is needed to solve it. This can be done through work experience, which creates a good environment for innovation and creativity to happen.

Herzberg's Two-Factor Theory (Owens 1991) classifies factors of satisfaction (motivating factors) and factors of dissatisfaction (hygiene/maintenance factors). An important finding from Herzberg's research is that leaders need to understand the factors that can motivate employees' work. Meanwhile, Handoko (1992) suggests that maintenance factors as negative factors can reduce and eliminate job dissatisfaction (dissatisfiers) and avoid problems, but cannot be used to motivate subordinates. While the factors that provide satisfaction (satisfier) can also be used to motivate employees to carry out work. Similar research was conducted by Myers on scientists, engineers, supervisors, technicians, and assembly employees. From this study it was found that people who pay attention to job performance and responsibilities who are characterized as "growth seekers" are more likely to be satisfied with factors and relatively less interested in maintenance factors. Myers (Koontz et al. 1986) suggests that the effectiveness of

a motivational system depends on the availability of a conducive organizational culture that enables work motivation to arise, and fulfills maintenance needs in the form of fair and friendly actions and provides accurate information.

The important concept of Herzberg's Two Factor theory, views humans tend to see job satisfaction as related to intrinsic factors (in a person) such as success in carrying out work, challenging work, achievement, and recognition. While dissatisfaction (dissatisfaction) is related to extrinsic factors (external circumstances) such as factors such as salary, supervision, and working conditions.

The type of work one does determine how satisfied one is with their employment, but job unhappiness is generally linked to extrinsic (outside of one's control) variables. Extrinsic (outside of the workplace) variables are referred to as motivational factors, while intrinsic (within the workplace) factors are referred to as health factors (hygiene factors). According to Gibson (1996), extrinsic conditions (dissatisfiers) include wages and job security; working conditions; status; company policies / company procedures; quality of supervision; interpersonal relationships with superiors, subordinates or colleagues; and the quality of supervision and interpersonal relationships with coworkers. peer. Factors for motivation (satisfiers) derived from intrinsic conditions consist of: work output performance, recognition, responsibility, progress, and development, as well as the work itself (the possibility of growth). Motivators are divided into five factors by Herzberg and six by Gibson; the difference is found in the sixth factor, which is growth. There are four factors that contribute 63.8 percent to the principal's high level of work motivation: school organizational culture; work experience; salary; and job satisfaction. This suggests that the four variables interact together to affect the change in the headmaster's work motivation at the former Semarang Residency. While the remaining 36.2 percent is influenced by variables that are not included in the defined model.

The findings of this study are similar to the opinion of Gibson, Ivancevich, & Donnelly, (1996: 34) who see the other side of efforts to improve performance, they believe that the reward system or reward system has a very large impact on the motivation and performance of each employee. It was further explained that, salary increases, bonuses, and promotions can be strong motivators for one's performance if managed effectively. Several studies have found that the reward system for teacher performance can increase teacher work motivation and ultimately improve student achievement, as stated by Azordegan et.al (<http://www.ecs.org/clear-inghouse/28/30/2830.htm>) Separately from the four variables, one of which is job satisfaction directly does not have a significant effect on the principal's work motivation. While the other three variables (school organizational culture, work experience, and compensation) directly affect work motivation with effective contributions of 40.0%, 4.1%, and 4.8%, respectively.

CONCLUSION AND SUGGESTIONS

In the end, job satisfaction is influenced by the school's organizational culture, work experience, and pay. There was a 62.3% effective contribution (SE)

to the whole variables. Job satisfaction is influenced by three factors: school organizational culture (SE: 25.2%), pay and experience at work (SE: 6.2%), and pay and experience (SE: 4.1%). As a group, work motivation is also affected by the school's organizational culture, work experience, pay, and job satisfaction, either directly or indirectly (through job satisfaction). The percentage of the four independent variables that have an effect on work motivation is 63.8%. While each variable has a different effect or SE, they all have a different amount of effect or SE. The concerns to look at are organizational culture variables, compensation, work experience, and job satisfaction. Specifically, job satisfaction has an effect on work motivation, but it isn't very big. The direct effect was bigger than the indirect effect, so it had more of an effect. Direct influence is what has the most power. In addition, the school's organizational culture, work experience, pay, job satisfaction, and work motivation all have an impact on the principal's performance, both at the same time and for each independent variable. The total effect or effective contribution (SE) is 81.6%. Respectively, the organizational culture variable is 9.2%, work experience 3.5%, compensation 3.6%, job satisfaction 4.3%, and motivation 4.2%, having the total effect 81.6%. When there are five variables, organizational culture is the most important one. Job satisfaction comes in second, then work motivation, then compensation, and then work experience, provided the direct effect is greater than the indirect effect.

This study, however, has limitation in its instrument. Future research is suggested to use online survey questionnaire whose scopes cover more schools principals to involve. In addition, regents/mayors, department heads need to develop a master plan on the development of school principals, both through tangible and intangible factors that affect principal's job satisfaction because principal's job satisfaction has a significant direct effect on performance. headmaster. The transfer and promotion system must also be designed comprehensively with the right criteria and implemented in an objective, transparent and accountable manner. This method will be able to increase the work motivation of school principals.

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